

COMPANION GUIDE – CONNECTING IEFA AND THE MONTANA COMMON CORE STANDARDS

This resource is intended to provide guidance for instruction that incorporates the Indian Education for All (IEFA) resources aligned with the Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Educators can be assured that by utilizing the units in their instruction, they are addressing the Standards. Indian Education connections provide the content that makes the standards come alive. Both the grade-specific Montana Common Core Standards (MCCS) and the OPI [Essential Understandings Regarding Montana Indians](#) (EU) connections with the OPI IEFA curriculum resources are identified throughout the Companion Guide, along with activities to meet standards.

IEFA units feature text dependent questions - those which specifically ask questions that can only be answered by referring explicitly back to the text being read – promoting close analytic reading. In support of the greater emphasis on proficient reading of complex informational text, each unit specifies the use of related informational texts (regardless of whether the unit focus is fiction or non-fiction), within the lessons and/or extension activities.

Please note that although the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians are highlighted here, IEFA curriculum resources are aligned also with and incorporate the necessary complements of the **College and Career Readiness Anchor Standards**, as well as the **grade specific** ones. While the Indian Education for All recommended resources and units listed in this Companion Guide provide strong connections to the identified grade specific standards (standards approved by the Board of Public Education, Nov. 2011, that specifically reference Montana’s commitment to Indian Education for All), the resources listed in this document are not meant to exclude other useful resources or activities.

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards, Montana teachers can use American Indian topics, resources, and literature to meet standards, even where Indian Education for All is not specifically mentioned. (English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Level; MT OPI. November 2011, pp. 4).

Please see the OPI website to access the depth and breadth of key and support information available regarding the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**: <http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>

Also see the OPI IEFA [Curriculum Resources](#) page for a complete listing of IEFA curriculum units.

Kindergarten MCCS Reading Standards for Literature		
KEY IDEAS AND DETAILS	RL.K.2 With prompting and support, retell familiar stories, including key details. Include stories by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3	Lesson pp. 1-4 and 1-5 - Students retell the story by creating their own story maps. Teachers may use the graphic organizer from http://www.readingrockets.org/strategies/story_maps/
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #6	Lesson pp. 2-5 and 2-9 - Students illustrate events in the story, put them in order, and they retell a story read to them.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #6	Lesson pp. 4-1 to 4-13- Students retell stories about a special gift or possession.

INTEGRATION OF KNOWLEDGE AND IDEAS	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories including American Indian stories.	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1, #2, #3	Lesson pp. 1-6 and 7 - With help, students compare the adventures and experiences of The Little Duck with the Arlee Powwow Book: At the Powwow and pp.1-8 with <i>The Ugly Duckling or Yuck Soup</i> by Joy Cowley.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #6	Lesson pp. 2-8 - With help, students compare/contrast the powwow experience in <i>The Good Luck Cat</i> with the Arlee Powwow Book <i>At the Powwow</i>
<u>Language Arts – Elementary Level: Volume Two</u>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#2, #6	Lesson pp. 1-5 - With help, students compare and contrast the experiences of children and shoes using <i>Two Pairs of Shoes</i> by E. Sanderson, <i>Shoes, Shoes</i> by A. Morris and <i>New Slippers</i> by Lorraine Adams

Kindergarten MCCS Reading Standards for Informational Text		
KEY IDEAS AND DETAILS	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1, #2, #3	Lesson pp. 1-4 - “After-Book Talk” With help, students consider the connection between what the duck saw and what he did, and then they might discuss what caused the duck to want to wear a Cree dance outfit.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #6	Lesson pp. 2-8 and 1-16 to 17 - With help, students consider the connection—similarity or difference—between names of what the dancers wear in <i>The Good Luck Cat</i> and in companion informational texts included in the bibliography.
<u>Language Arts – Elementary Level: Volume Two</u>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	Lesson pp. 1-4 - With help, students consider Jody’s classmates and their questions about his moccasins. Look at the pictures and the diversity of children. How are they connected to each other?

CRAFT AND STRUCTURE	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases with cultural significance to American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3,#6	Lesson pp. 1-5 and 1-7 to 1-12 - Students learn <i>regalia, powwow, Saulteaux, and Assiniboine</i> and other Cree words and symbols for sounds, relying on a Cree syllabary: http://www.omniglot.com/writing/cree.htm
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1, #2, #3, #6	Lesson pp. 2-8 - Students learn the meaning of <i>regalia</i> —as opposed to “costumes” which Native people do not use— <i>traditional dancers, fancy dancers, bustles, and jingle dancers.</i>
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2,#3,#6	Lesson pp. 4-4 and 4-11- (Vocabulary) Students learn <i>moccasins, beadwork, dedication, and foster family.</i>
Language Arts – Elementary Level: Volume Two		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson pp. 1-4 to 1-8 - Students are exposed to new words: <i>Kookum, moccasins, hide, smoking, and beadwork</i>

Kindergarten		
MCCS Writing Standards		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Language Arts - Elementary Level: Volume One		
One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1, #2, #3,#6	Lesson pp. 1-10 - “Text Details, More Essential Understandings” and 1-12 Students explore the two different written languages—English and Cree-- in the book, and with older “reading buddies” they learn to write their name in Cree, relying on a Cree syllabary: http://www.omniglot.com/writing/cree.htm
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2, #3, #6	Lesson pp. 2-6 to 2-8 - Students make predictions, confirm or reject them, regarding the story based on the title. Students respond to <i>At the Powwow</i> to help them understand powwows.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lesson pp. 4-4 and 4-11- Students make predictions about the story based on the cover art, not the title. In Extension Activities, students will look at books depicting different types of families or books that instill pride in identity or books that feature gifts that make a person feel special, including <i>I’ll Love You Forever</i> by Roger Knapp.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1,#2, #3,#6	Lesson 1-5 and 1-10- Students consider these questions: What does “regalia” mean? How do ducks differ in colors and the shapes of their beaks? What is a powwow really like? To answer this question, teachers can create a field trip to a real powwow.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#2,#3,#6	Lesson pp. 2-5 and 2-7 - With help, students consider the question “What does it mean to have “good luck”? In preparation for writing or drawing, students consider questions about pets and their experiences with pets.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2,#3,#6	Lesson pp. 4-5 and 4-6 - Students think about something special they have received and how it made them feel safe, warm, and loved.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2,#3,#6	Lesson pp. 5-4 and 5-9 - Students consider all they think they know about elders, and they ask “what are some ways elders might like or NOT like to be treated?
<u>Language Arts – Elementary Level: Volume Two</u>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	Lesson pp. 1-1 to 1-9 - Not only is the title a question students may try to answer, but questions move the entire plot in <i>Where Did You Get Your Moccasins?</i>